

FE Week

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THIRD OF INTRAINING WORKFORCE HIT AS 450 JOBS SET FOR AXE

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More than a third of the workforce at NCG's 1,200-worker Intraining division were today facing redundancy following one of the biggest job loss announcements to have hit the sector.

The loss of a major Department for Work and Pensions training contract and "uncertainty" over the renewal of European Social Fund (ESF) programmes, along with fewer than expected apprenticeships, combined to force a restructure of the Sheffield-based company.

Bosses at the independent learning provider, which last year posted a pre-tax loss of £1.39m and has a current Skills Funding Agency contract of just under £2m, have launched a consultation on the job losses, which are expected in the next few months.

Intraining managing director Linda Dean said: "Like many organisations in the current climate, we have had to make some difficult choices in response to the continued changes and challenges in the training sector.

"A major factor is the continued uncertainty over the renewal of several ESF contracts, which come to a natural end in July.

"We have also reviewed our structure to match the activity on some of our larger contracts which are running at a much lower level than previous years, and that looks likely to be the case in future.

"We have a sustainable business that is well-balanced and able to meet the needs of our customers, colleagues and stakeholders."

A spokesperson for NCG, which operates

from 142 locations nationally and also comprises Newcastle College, West Lancashire College and Kidderminster College, youth charity and training provider Rathbone and Newcastle Sixth Form College, said the wider group "continues to operate in a strong financial position".

Ms Dean added: "The proposed actions we are discussing with colleagues in the business are to ensure that we are in the best position to be both successful and sustainable in the short, medium and long term.

"We regret that it is likely that this will result in an impact on some of our colleagues at Intraining and we have started a formal process of consultation.

"We understand that this will be a difficult period for colleagues, learners and their families and we will work hard to ensure that they have access to any support they need and we will keep them fully informed at every stage.

"We will also support colleagues to apply for any opportunities elsewhere in the organisation wherever that is possible."

The jobs blow at the division of the grade two-rated NCG, which has around 4,000 staff in total, is one of the largest among a number to have hit the sector recently.

It comes just a week after Birmingham Metropolitan College announced plans to shed 250 jobs in a bid to reduce costs "significantly".

Andrew Cleaves, principal of the 30,000 learner college, which employs 1,600 staff, blamed government funding cuts.

See page two for more on ESF delays.

Editor's comment page 8



Former Cornwall College student
Rebecca Fuller working with
penguins in South Africa

South African internship is pick-up for penguins

A former Cornwall College student is in a flap after landing an internship in South Africa looking after penguin chicks.

Rebecca Fuller completed a BSc (Hons) in applied zoology earlier this year, before jetting off to work for Sancob (formerly the Southern African Foundation for the Conservation of Coastal Birds).

The 28-year-old said: "In South Africa penguins tend to hide under cars and lay their eggs, which is very dangerous. We rescue these eggs and take them to a safe place where they can get rest and shade. Once an hatches, we then rear the penguin via tube feeding, sort out any problems by taking the penguin's blood and try to work out what the problem is."



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NEWS

EURO ‘FUNDING GAP’ WARNING OF CLOSURES AND STAFF LAY-OFFS

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The Association of Employment and Learning Providers (AELP) has warned that a “funding gap” for schemes backed by European Social Fund (ESF) cash could force providers to lay-off staff and close training centres.

Stewart Segal (pictured), AELP chief executive, said “we are almost certainly looking at a funding gap” between when a number of ESF contracts with providers were set to end on July 31 and the agreement of new funding arrangements.

Current contracts, managed by the Department for Work and Pensions (DWP) and Skills Funding Agency (SFA) and for example involving training schemes to improve skills of existing employees at small companies and the unemployed, have been in place since 2007 and new ones would run until 2020.

An AELP spokesperson said it was expecting a “major delay” with the granting of new ESF contracts that “will mean a real gap in provision for those most needing support, such as hard to help young people and the long-term unemployed.”

“It will also mean that training providers delivering these programmes will have a major issue and will have to reduce costs including specialist staff and premises,” he added.

It comes as Linda Dean, managing director of Sheffield-based Intraining (which is part of the NCG group), said on Thursday (April 23) that the work-based learning provider could be forced to shed



120 jobs because of “ESF-funded contracts including Skills Support for the Workforce and Skills Support for the Unemployed which are ending”.

A European Commission spokesperson said the new round of ESF contracts, which it is understood were originally supposed to be agreed for the UK by the end of last year, “needed to be carried over for adoption in 2015”. She said the” negotiation process is progressing”.

It comes after *FE Week* exclusively revealed in March that the European Commission had forced the government into a climbdown over plans to hand control of nearly £1bn of ESF cash to the 39 Leps.

It followed months of negotiations that AELP suspects held up the overall tendering process for ESF contracts.

The SFA and DWP both declined to comment on what may have caused delays with tendering for and agreeing the new ESF contracts.

But an SFA spokesperson said: “The SFA continues to work with Leps and the ESF managing authority on ESF programme delivery.”

A DWP spokesperson said: “There will be no gap in funding. We have already started the 2014-20 programme, with 19 schemes worth more than £200m.”

However, he declined to comment when asked by *FE Week* to confirm whether new contracts would be granted to those 19 schemes, or any other ESF projects run by DWP, before the end of July.

Trailblazer status in balance after grade four result

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An employer provider’s status as an apprenticeship Trailblazer was today in the balance after Ofsted found it had “no significant strengths” and issued it with grade four ratings across the board.

Priory Central Services, which runs the national medical chain that includes London’s Priory rehabilitation centre famously attended by an array of celebrities, offers healthcare training and apprenticeships to 377 learners.

It is also part of the healthcare employers’ Trailblazer group designing new nursing apprenticeship standards.

But despite Ofsted’s damning verdict neither the Skills Funding Agency (SFA) nor the Department for Business, Innovation and Skills (BIS) could say if it would be expelled from the group, while the future of its £600k SFA contract was also uncertain.

Priory itself was also unable to guarantee its continued involvement with the Trailblazer programme.

The Ofsted report, published on Friday, April 17, following the inspection last month, told how “the large majority of apprentices do not complete their framework successfully”.

Inspectors added: “Trainers are not sufficiently ambitious for apprentices; they plan to teach only to the minimum standard.” Priory was previously inspected in 2013, when it was deemed to require improvement. A Priory spokesperson said: “A robust and highly-focused action plan, in response to Ofsted’s report, is already in place. We are committed to — and are investing heavily in — the development of our staff.” She added the company’s learning and development arm was under new leadership. However, she declined to comment on whether the company would remain a Trailblazer.

A BIS spokesperson said it had “alerted” the health Trailblazer group’s chair to Priory’s Ofsted result. However, she said: “It is a matter for the healthcare Trailblazer and its chair to determine which organisations are invited to support the development of its standards and assessment plans.”

FE Week was unable to contact the chair of healthcare Trailblazer group, which includes Health Education England and Bupa UK.

An SFA spokesperson declined to comment on Priory’s Trailblazer involvement, and was also unable to say whether Priory’s training contract would be terminated. “The SFA is considering the

FE WEEK NEWS IN BRIEF

Learners’ tech grants
Further education learners are being invited to pitch for grants for technology projects aimed at improving the educational experience.

Jisc has opened its summer of student innovation (SOSI) “learner ideas in FE” competition to entries. The five successful teams will receive £5,000 to develop their project and a further £5,000 if their idea is developed by Jisc. There is also an apprentice-led ideas challenge with a £20,000 grant attached. Visit jisc.ac.uk/student-innovation for details.

Ten policies for next govt
A list of 10 policies that should be implemented by the next government in its first 100 days in office has been published by the National Institute of Adult Continuing Education (Niace) and Inclusion.

It includes a new career advancement service, a citizens’ curriculum programme, youth allowance and better recognition of digital skills.

Niace chief executive David Hughes said: “The next government has a great opportunity in its first 100 days to signal its commitment to a new skills-led and inclusive economy.” Visit niace.org.uk for more.

Survey results delayed
The results of FE Week’s 2015 FE and Skills Survey will be published next week.

Following an extension of the deadline for submissions, the results of the survey and reaction will be published a week later than originally planned.

It launched on February 26 and had been expected to close a fortnight later, but the deadline was extended a week with the announcement of next month’s General Election. Last year’s survey results were published in the 100th edition of FE Week.

Shakira hopes to inspire minority groups with NUS election win

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The newly-elected National Union of Students (NUS) vice president for FE Shakira Martin has told of her hopes to boost the sector’s learner engagement and be an inspiration to minority groups during her tenure.

The 26-year-old Lewisham Southwark College students’ union president spoke exclusively to *FE Week* after she secured 141 votes — 86 more than her nearest rival Amy Smith, from Sheffield College — at the NUS national conference, in Liverpool, on Wednesday (April 22).

Ms Martin, who is training to be a teacher, said she wanted more learners from colleges and independent learning providers to become more involved with the NUS.

“Students from FE make up around 4.1m of the 7m NUS membership, but that it is not reflected on the national stage,” she said. “Only around 250 of the 895 delegates at our conference were from FE, which shows why we’re underrepresented.”

She added: “I’m proud to have been elected. The whole reason that I ran for this post was to help push down the barriers for other people from similar backgrounds.

“As a black, working class woman and single mother, I have seen so many talented people from my community who don’t get anywhere because they haven’t got the confidence. If seeing me achieve this inspires all sorts of different minority groups then that



would be great.”

Her election came after Megan Dunn, aged 24, the current vice president for higher education, won an earlier election with 413 votes, which was 211 more than rival Beth Redmond, to become the new national president of the NUS. Both winners will take up their full-time, paid sabbatical posts in July. Ms Martin replaces Joe Vinson and Ms Dunn replaces Toni Pearce.

Ms Martin said she planned to work with other sector representative groups to fight FE funding cuts, including 24 per cent to the non-apprenticeship part of the adults skills budget, for 2015/16. “I want to form a broad coalition, with students joining with the Association of Colleges, 157 Group, the Education and Training Foundation and other powerful FE representative bodies to campaign against the cuts,” she said.



“At the moment everyone is just accepting it without a fight, but if we don’t have increased funding then there won’t be an FE sector apart from apprenticeships. I love apprenticeships, they are a great route to employment and I plan to campaign for an increase in the apprenticeship minimum wage, so it isn’t an excuse to some companies for cheap labour, but there is a lot more important training that FE does that is now under threat.”

Ms Dunn said she planned to “build a movement around a vision for apprentices not just with a rise in the minimum wage but with a living wage”. “The end of the false choice between FE and higher education — with the focus on how someone wants to learn and what they want to study rather than what they can afford or what they are told — is worthwhile,” she added.

Key conference motions

Of the 38 FE-related motions that went before NUS conference, vice president for FE-elect Shakira Martin said the most important focused on fighting FE funding cuts, restoring the education maintenance allowance (EMA) and restoring free education.

She said that she was pleased that all three were passed by delegates.

Motion 207 stated that “the government needs to reverse all cuts to FE and instead provide a well publicly-funded FE which is accessible for all”.

It also resolved that the NUS should “campaign nationally to restore all FE funding cut since 2009 and for yearly real terms increases”.

Motion 211 stated that “it doesn’t make sense to fight for free education in higher education but not FE”.

It called for NUS to “campaign for free education funded by taxing the rich for all students in FE and higher education.”

Motion 303a stated that “EMA was a lifeline to thousands of students that, in England, was cruelly scrapped by the government in 2010”.

Payments of up to £30 a-week used to be given through EMA to students from low-income households. The motion called on the NUS to “launch a major national campaign to bring back EMA”.

INTERIM REPLACEMENT HIRED WHILE NEW COLLEGE STAMFORD PRINCIPAL ‘ON LEAVE’

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Former Lincoln College principal of 14 years John Allen has taken over from under fire New College Stamford principal April Carrol.

Ms Carrol had been hit with two votes of no confidence from staff while trying to implement new contracts that included extending the college year from 33 to 36 weeks.

The college, which is awaiting publication of the result of its Ofsted inspection late last month, last week told *FE Week* she had since taken leave, but declined to deny speculation she had been suspended. However, college governors’ chair Alison Grant said Ms Carrol, who was appointed to the post in July, was being replaced while on leave by Mr Allen, who stood down as principal of grade one-rated Lincoln College at the end of 2013/14.

Ms Grant said Ms Carrol was on “extended leave”. She said: “Due to the anticipated length of the absence [of Ms Carrol], and the lack of a permanent senior leadership team (SLT), the corporation felt it would be prudent to appoint an external interim principal.

“To this end we looked for an individual with experience who would be able to step in and continue the work which April has



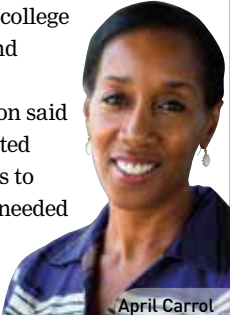
started, to continue to work to appoint a permanent SLT, to draft a post Ofsted plan of action and to continue to assess progress. I am pleased to announce that John Allen has accepted the interim principal post.”

A college spokesperson subsequently declined to comment on how long Mr Allen, who it is understood started in the post on Tuesday (April 21), would be in the post or whether Ms Carrol would be returning.

It comes after staff, including University and College Union (UCU), Unison and non-union members, passed two votes of no confidence in Ms Carrol. A UCU spokesperson said that around 80 members of staff passed the first no confidence vote through a show of hands during a meeting on March 23. He added that 123 employees then backed a second motion of no confidence in an online vote organised by the UCU a fortnight ago.

He claimed that the votes were called because Ms Carrol would not negotiate with the unions over her new contract plans. But he told *FE Week*: “We are pleased there is leadership in place at the college for the sake of students and staff.”

The college spokesperson said that staff had been consulted over the proposed changes to their contracts that were needed to “ensure the college remains in a sustainable financial position”.



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Recruitment at 14 ‘difficult’ as UTC

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EXCLUSIVE

Six out of 30 University Technical Colleges (UTCs) are operating at up to just a third full — with two running at no more than 14 per cent capacity, *FE Week* can exclusively reveal.

The two — Central Bedfordshire UTC and Wigan UTC — did not recruit any learners into Year 10 in 2014/15, according to data released under the Freedom of Information Act.

It comes just a week after Black Country UTC, in Walsall, followed Hackney UTC in announcing it was closing due to problems in attracting learners. They both have current Ofsted grade three ratings.

The data, collected from each UTC, shows that Central Bedfordshire has 92 learners across the three years for which it recruited, meaning it is operating at 14.1 per cent of its 650-learner capacity, while Wigan is 12.2 per cent full, with 61 of 500 spaces taken.

A spokesperson for Central Bedfordshire UTC, which was taken over by Bedford College last year after the UTC was graded inadequate by Ofsted, said: “We are not recruiting for year 10. We are reviewing recruitment procedures,



but we are recruiting into sixth form.”

A Wigan UTC spokesperson said the school was currently focussing on 16 to 19-year-olds while it was joining Bright Futures Education Trust, but would “extend its offer” once the transition was complete.

Joining Wigan and Central Bedfordshire with the lowest student numbers were Visions Learning Trust (Lancashire UTC) which was 20 per cent full, with 120 learners of a possible 600, Buckinghamshire UTC with 25 per cent of its 600 places filled and Plymouth has 30.7 per cent (200) of a possible 650 learners.

Black Country UTC, where a “disappointing” Ofsted inspection result yet to be published was also said to be behind the closure decision, was exactly a third full, with 160 of a possible 480 students.

And in total, 55 per cent of UTC places have been filled this year. UTCs are specialist colleges for 14 to 18-year-olds, offering technical education alongside core subjects, and were brainchild of

UTCs OPENED BETWEEN SEPTEMBER 2010 AND SEPTEMBER 2013				
	UTC	Students 2014/15	Capacity 2014/15	Percentage Full
2013	Wigan UTC Academy	61	500	12.2
2012	UTC Central Bedfordshire	92	650	14.1
2013	Visions Learning Trust (Lancs)	120	600	20
2013	Buckinghamshire University Technical College	150	600	25
2013	UTC Plymouth	200	650	30.7
2011	Black Country University Technical College	160	480	33.3
2013	Daventry UTC	169	450	37.5
2013	UTC Reading	267	600	44.5
2013	Liverpool Life Sciences UTC	453	600	76
2012	Aston University Engineering Academy	377	600	63
2013	Silverstone UTC	372	576	65
2013	The Elstree UTC	410	600	68
2013	Royal Greenwich UTC	425	600	71
2013	Bristol Technology and Engineering Academy	343	464	74
2013	UTC Sheffield	454	600	76
2010	The JCB Academy	516	540	96

former Conservative Education Secretary Lord Baker (pictured left), chair of the Baker Dearing Educational Trust.

A spokesperson for the trust defended the recruitment figures saying that attracting learners “at age 14 is difficult”.

The UTC project was launched in 2011 — two years before general FE colleges were able to recruit full-time learners from the age of 14 — and has enjoyed cross-party support.

On the day news of the Black Country UTC closure

broke, Prime Minister David Cameron (pictured below) launched the Conservative election manifesto at UTC Swindon, pledging “a UTC within reach of every town”.

And Shadow Education Secretary Tristram Hunt has called for “considerable growth” in the number of UTCs.

Including Hackney, there are currently 30 UTCs. A further 20 are due to open by 2017.

But last week, and in light of the Black Country UTC closure



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UTCs' capacity runs as low as 12.2pc

UTCs OPENED IN SEPTEMBER 2014				
	UTC	Students 2014/15	Capacity 2014/15	Percentage Full
2014	UTC Swindon	124	300	41.3
2014	Sir Charles Kao	133	250	53
2014	Lincoln	139	240	58
2014	Leigh	136	220	62
2014	WMG	230	320	72
2014	Watford	104	140	74
2014	UTCN (Norfolk)	225	300	75
2014	The GM UTC	191	240	80
2014	Heathrow	121	150	80
2014	Tottenham	80	96	83
2014	Cambridge	177	180	98
2014	Energy Coast	140	140	100
2014	Elutec	180	180	100

Overall capacity data for each UTC only takes into account year groups for which it actively recruited — so UTCs opening in September have capacity figures for years 10 and 12 only. Hackney UTC has not been included in the overall figures as it did not recruit any new learners this year. For UTCs opening in September 2013 and before, figures include capacity for all four years.

UTCs 'ill-conceived'

The Association of Teachers and Lecturers (ATL) has thrown its weight behind calls for a review of the push for more University Technical Colleges (UTCs), branding them "ill-conceived" and a "vanity project".

The damning verdict on UTCs comes after Black Country UTC announced this month it would be closing due to a shortage of learners and a poor Ofsted grade. It was the second UTC to announce closure over learner number problems. However, the Conservatives and Labour have both called for more to be built.

But Dr Boustead, ATL general secretary, said: "The closure of the Black Country UTC shows the investment of taxpayers' money in UTCs is ill-conceived. Lord Baker's initiative, although well intentioned, was a vanity project that took no consideration of how UTCs would further fragment FE." She added: "The government's willingness to find millions of pounds to support this project, and promise more for it, shows its desire to break up state education and fails to address the expected acute shortage in secondary places within the next parliament."

A spokesperson for the Baker Dearing Educational Trust said: "We would expect to play an active part in any review of the UTC programme if that was to be required by an incoming government."

announcement, Association of Colleges deputy chief executive Gill Clipson (pictured right) urged caution from the government saying it needed to factor the need for "consistent demand" into plans for further UTCs.

She said: "For UTCs, or indeed any new institutions to be successful in recruiting a significant number of students there needs to be a consistent demand across all the necessary age groups. We hope that the next Government will factor this into their plans before opening any new institutions."

Her warning came amid pleas from the 157 Group and University and College Union for a review of the UTC expansion drive with general FE colleges offering a viable

alternative.

A spokesperson for Baker Dearing Educational Trust said: "UTCs developed in response to demand from employers who tell us about a severe skills shortage, particularly at level four.

"We know that recruitment at age 14 is difficult, most young people don't change school at 14 but for those that know where their interests lie, a UTC gives them a really good start with their technical education and a great connection to the world of work."

Visions LearningTrust, Buckinghamshire, Plymouth and Black Country declined to add further comment.



All of the six UTCs at up to 33.3 per cent capacity opened in September 2013 or earlier.

And all of these saw a fall in the percentage of available places filled since last year — except Visions, which went from 15.5 per cent to 20 per cent, while Black Country rose from 31.5 per cent to 33.3 per cent full.

Baker Dearing has previously defended the low recruitment of newly-opened UTCs, saying it could take time for local parents and children to understand the offer.

The Baker Dearing Trust spokesperson added: "Ninety per cent of UTC students surveyed last year told us they were glad to have made the switch."



DR LYNNE SEDGMORE CBE
Executive director, 157 Group

A UTC failure is a setback for vocational education

Lynne Sedgmore called for a review of the drive for more UTCs in light of the second UTC closure, and here she considers what problems might be affecting the programme.

The news of the failure of another UTC, this time in the Black Country, may tempt some FE observers to indulge in schadenfreude.

It would be understandable given the way in which pioneers of the UTC movement crowed about high profile links with universities and systematically downplayed the practical support of FE colleges.

It is particularly understandable given the hubristic comments of some of their more high profile backers on what these newcomers could teach FE about vocational pedagogy or links with industry. It would be wrong to gloat however, since the failure represents another blow to technical and vocational education that we can ill afford.

Although only two UTCs have closed, many are struggling and several having to be rescued, often by a local college. There are several reasons specific to UTCs that help explain these failures.

As institutions they are generally too small; they are often poorly integrated into the local provider ecology (though this was not the case at Walsall) and they rely heavily on support from employers which can be fickle and promise more in advance than is subsequently delivered.

The main reason, however, is that delivering high quality vocational education in England is nowhere near as easy as some UTC enthusiasts seemed to think.

UTCs (and of course studio schools) are assailed by the same factors that make life difficult for FE colleges. There is, for example, the rhetorical support from all parties for higher level skills which unintentionally, but effectively, denigrates learning for lower status occupations — bricklaying,

hairdressing or care.

There is the determination by politicians, in the face of the evidence, to characterise our vocational education system as broken, thereby justifying yet another bout of destabilising 'reform'.

There is the wilful disregard of the consequences for public perceptions of stripping vocational qualifications from school league tables in the name of reintroducing 'rigour'. There is the confusion in the minds of the general public and most employers engendered by constantly inventing new organisational forms rather than building on what people know and trust.

Delivering high quality vocational education in England is nowhere near as easy as some UTC enthusiasts seemed to think

Initial vocational education suffers disproportionately from the bizarre underfunding of the 16 to 19 phase compared with the rest of secondary education.

Although post-16 institutions are more badly affected, a fully-recruited UTC would still have half its year groups funded at the lower rate compared with two years out of seven for an 11 to 18 school. If it chose to educate those over the age of 18 it would

experience a further reduction in the unit of resource.

UTCs, like colleges, must struggle against the lack of independent and impartial careers advice in many schools. A high profile launch helps, but in the long run it is hard to make headway against the default assumption that bright kids go into the sixth form.

UTCs, like colleges, also suffer from the policy confusion around apprenticeships. Government cannot make up its mind whether apprenticeships are a route to highly skilled occupations or the answer to youth unemployment and in seeming at times to advocate both the message to young people and parents is muddled.

At the same time the single-minded obsession of policymakers with apprenticeships is damaging to other aspects of vocational education.

Even where it is visible it is not clear whether it is an alternative to an apprenticeship, a preparation for one or a pathway that offers a choice of progression opportunities.

I'm really sad therefore that the hard work and enthusiasm that went into the development of the Black Country UTC has come to nought.

I fear, however, that unless any further expansion of UTCs is rooted in partnership and not unnecessary competition there will be further setbacks to come.

If we really want to encourage a high quality vocational route for 14 to 18-year-olds UTC enthusiasts need to work closely with those FE colleges who are also working to provide vocational qualifications to young people. The best chance of success is through collaboration.

Apprenticeship success rates fall nearly 5pc points

Last week, FE Week revealed the best and worst success rates performers for classroom-based provision in 2013/14 — and this week it's the turn of apprenticeships, writes Rebecca Cooney.

Success rates in apprenticeships for all ages and levels dropped by almost five percentage points over the course of three years up to 2013/14, national success rates tables have shown.

The rates are calculated by working out how many leavers — students individually enrolled on each course, so one learner on two courses would count in both — achieved their learning aims on a course, out of the number that started. The result is expressed as a percentage.

And the 2013/14 overall success rate was 68.9 — compared to 73.8 in 2011/12, a decline of 4.9 percentage points.

This downward trend is reflected at each level of apprenticeships, with all-age intermediate apprenticeships falling from 72.6 per cent in 2011/12 to 68.8 per cent last year, and advanced apprenticeships dropping from 72.6 per cent to 71.3 per cent over the same period.

Higher apprenticeships were down from 72.6 per cent to 71.3 per cent — although this is actually an increase from the 2012/13 figure of 70.2 per cent.

Apprenticeship success rates were also down in each individual age group — the most dramatic fall was in 24+ apprenticeships which tumbled six percentage points since 2011/12, from 72.8 per cent to 66.8 per cent.

The framework with the most enrolments was health and social care level two, which had 26,310 apprentices, of which 67.1 achieved their learning aims, followed closely by level three health and social care apprenticeships, on which 65.6 of 24,180 learners were successful.

These were followed by business administration, which had 22,960 and a 73.8 per cent success rate.

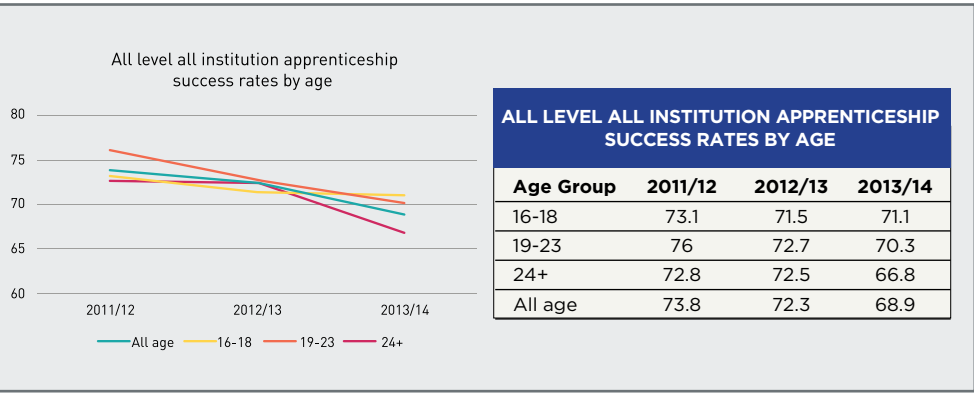
However, meaningful comparisons on apprenticeship performance between providers are tricky because delivery ranges from a handful of learners to several thousand.

Of the providers with 500 or more leavers, the top scorer was the Royal Air Force, with 950 of its 1000 enrolments (95 per cent) succeeding on their course.

Hot on the RAF's heels was League Football Education, which delivers apprenticeships to clubs in the Football League, with 608 (92.1 per cent) of its 660 enrolments achieving.

Next came the Vocational College Ltd, with 91.7 per cent 650 enrolments achieving, then HSBC Bank with a 91.3 per cent success rate for its 520 enrolments and Mitie Group PLC with a 91.2 per cent success rate for 830 learners.

The top scorers among general FE colleges were Yorkshire's Craven College, with 90.1



TOP 10 FRAMEWORKS (ALL AGE ALL INSTITUTION) BY NUMBER OF LEAVERS AND LEVEL			
Framework	Level	Leavers	Success rate
Health and Social Care	2	26,310	67.1
Health and Social Care	3	24,180	65.6
Business and Administration	2	22,960	73.8
Customer Service	2	22,610	69.6
Management	2	15,960	68
Management	3	15,420	65
Business and Administration	3	13,620	76.1
Children and Young People's Workforce	3	12,850	71.3
Improving Operational Performance	2	12,310	75.2
Retail*	2	12,050	53.1
* Impact of Elmfield Training (no longer trading)			

TOP 5 APPRENTICESHIPS SUCCESS RATES FOR PROVIDERS WITH 500 OR MORE LEAVERS (ALL AGE, ALL LEVELS ALL INSTITUTIONS)			
Institution Name	Institution Type	Leavers	Success rates
Royal Air Force	Other Public Funded	1000	95
League Football Education	Private Sector Public Funded	660	92.1
The Vocational College	Private Sector Public Funded	650	91.7
HSBC	Private Sector Public Funded	520	91.3
Mitie Group	Private Sector Public Funded	830	91.2

TOP 5 GFE APPRENTICESHIPS SUCCESS RATES (ALL AGE AND ALL LEVELS)			
Craven College	General FE and Tertiary College	340	90.1
City of Westminster College	General FE and Tertiary College	380	89.2
Dudley College	General FE and Tertiary College	850	89
Waltham Forest College	General FE and Tertiary College	130	88.5
Barnsley College	General FE and Tertiary College	720	87.5

LARGEST PROVIDER BY NUMBER OF APPRENTICESHIP LEAVERS (ALL AGE AND ALL LEVELS)			
Babcock Training	Private Sector Public Funded	13,940	69.4
Learndirect	Private Sector Public Funded	11,340	68.8
Elmfield training	Private Sector Public Funded	9,090	6.5
Lifetime Training Group	Private Sector Public Funded	8,970	72.9
NCG	General FE and Tertiary College	8,840	69.6
British Army	Other Public Funded	8,450	79.4
Hit Training	Private Sector Public Funded	7,770	68.3
ESG	Private Sector Public Funded	6,680	69.9
First4Skills	Private Sector Public Funded	6,640	66.2
GP Strategies training LIMITED	Private Sector Public Funded	4,280	81.1

BOTTOM 5 APPRENTICESHIPS SUCCESS RATES FOR PROVIDERS WITH 500 OR MORE LEAVERS (ALL AGE, ALL LEVELS ALL INSTITUTIONS)			
Pearson In Practice Skills Based Learning	Private Sector Public Funded	2110	0
FFS Realisations 2012	Private Sector Public Funded	680	0.4
The Alternative Hotel Group	Private Sector Public Funded	1370	2.4
Elmfield Training	Private Sector Public Funded	9090	6.5
JHP Group	Private Sector Public Funded	1590	9.7

per cent (306) of 340 leavers succeeding, City of Westminster with an 89.2 per cent success rate for 380 enrolments and Dudley College with 89 per cent of 850 learners succeeding.

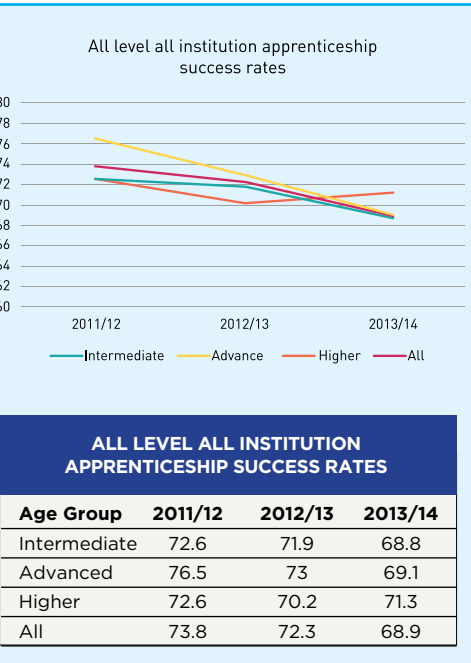
Behind them were Waltham Forest College, with an 88.5 per cent success rate for 130 leavers and Barnsley College where 87.5 per cent of 720 enrolments achieved.

The biggest provider of apprenticeships, according to the data, was Babcock Training Ltd, with 13,940 leavers, of which 9,674, or 69.4 per cent achieved.

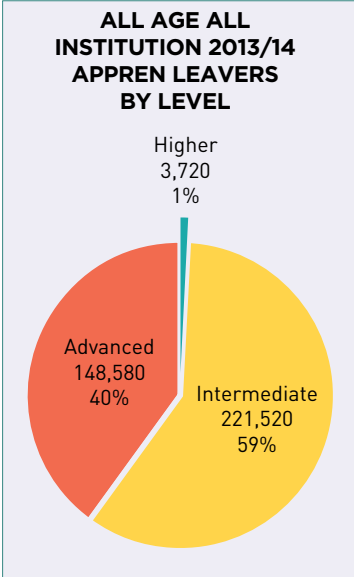
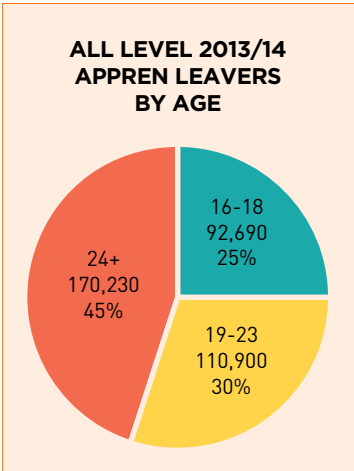
The second biggest was Learndirect, with a 69.4 per cent success rate for 11,340 learners, and next was Elmfield.

Lifetime Training Group was the fourth biggest on the list and achieved a 72.9 per cent success rates with its 8,970 learners and fifth was NCG with a 69.6 per cent success rate — 6,153 leavers of 8,840 achieving.

The five providers with more than 500 leavers and the lowest success rates are no longer trading. Bottom of the pile was Pearson in Practice Skills-Based Learning,



Source : www.gov.uk/government/statistics/sfa-national-success-rates-tables-2013-to-2014-open-data-csv-files



where none of the 2,110 leavers succeeded on their apprenticeships.

Next came FFS Realisations 2012 Ltd, where just three of 680 enrolments (0.4 per cent) achieved, followed by Alternative Hotel Group's De Vere Academy of Hospitality, with a 2.4 per cent success rate meaning that 1,337 of 1,370 leavers failed to achieve.

Next came Elmfield Training Ltd with 6.5 per cent or 591 leavers succeeding of 9,090 and JHP Group Ltd with a success rate of 9.7 per cent for 1,590 learners.

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FE WEEK COMMENT

All too common a story

Job losses are sadly all too common in the FE and skills sector and have been for a little while.

It's almost the case that not a day goes by when an FE Week reporter is alerted to some 'restructuring' plans in which a workforce is scaled back.

One of the horrible jobs as editor of this newspaper is to decide which of these we report — or indeed do not report — these. It boils down to consideration of the sheer number and how much of the workforce that represents.

It's as unpleasant as it is necessary, but it's never forgotten that these 'job losses' refer ultimately to people — a distraught mum, a heartbroken brother, a despondent niece.

So the effect of cutting a workforce of more than 1,000 by around a third will clearly be devastating — to many families, communities and also, let's not forget, the organisation itself.

But the Institute for Fiscal Studies said last week that further public funding cuts are guaranteed no matter who emerges victorious from the General Election.

Inevitably this will lead to more headlines about jobs losses.

Restructures will also abound and that's a theme that our next government should think long and hard about — what FE and skills structure does it want and can afford, and how will it communicate and achieve that vision?

Chris Henwood

chris.henwood@feweek.co.uk



TOP NUS FE ELECTION TWEETS

@bilsland_chris
Congratulations Shakira! The best election result so far this year.....well done

@jrwarner_
Shelly and Shakira will lead NUS through leaps and bounds over the next year!! @ShellyAsquith @ShakiraSweet1 #NUSconference #nusnc15

@MrGaryPaterson
I'm no longer at in FE but if I was, I'd totally be voting Shakira! #NUSconference

@UCLU_WO
What a speech!!! I'm not an FE student and I'm not there but if I had a vote it would go to Shakira, hands down! #NUSconference

@cjk100
Congratulations Shakira from Principal Designate. Very proud of you @LesocoLondon



Concern grows that FE quality mark has 'stalled'

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Concern is growing in the FE sector that plans for an FE Chartered Status quality mark have "stalled" with no mention of the scheme in party manifestos and little in the way of news on its progress.

Plans, originally drawn up by the Department for Business, Innovation and Skills (BIS), for the Royal seal of approval to be granted to high-achieving FE institutions were revealed in July 2012.

It was almost another year before the appointment of Tory peer Lord Lingfield (pictured right) as chair of the Institution for Further Education (IFE), a not-for-profit company set up to launch the quality mark.

In March 2014 he told *FE Week* he expected "negotiations to be completed within months" that would allow for the quality mark to be launched. An *FE Week* survey on the mark was carried out in May last year unveiling concern it could simply "sink without trace," while further meetings were set to take place the following month. But the launch is yet

to take place, and it is understood that an IFE petition for Chartered Status is yet to be considered by a special Privy Council committee, while IFE chief executive Ed Quilty told *FE Week* he "would not expect to see any further movement on this until the other side of the general election".

Matt Atkinson, principal of City of Bath College, who took part in the *FE Week* survey on the scheme last year, said: "To be honest I had completely forgotten about this and the fact that the sector has not been banging down the front door of BIS asking for its swift development and implementation should be taken as an indication of how it is viewed.

"The fact that the development of Chartered Status has stalled somewhat is a reflection of just how important it is to both government and the sector."

Verity Hancock, principal of Leicester College, who also took part in the survey, said: "While we've been generally supportive of the idea of Chartered Status it seems as if this is being pushed further and further away."



She warned that the "environment" now facing FE providers was much more "challenging" than when Chartered Status was first proposed. "We see little immediate prospect of that abating, so there is a real question as to how willing colleges would be to engage in an application process if there are additional costs or few obvious benefits," she added.

The lack of progress comes despite a BIS competition in conjunction with *FE Week* to design a Chartered Status logo, with former Skills Minister Matthew Hancock meeting winner and then-24-year-old Manchester College graphic design student Lisa Cassidy in March 2013.

Dr Lynne Sedgmore, executive director of the 157 Group, said "a natural degree of scepticism has crept in" over the scheme. "It is telling that no political parties make reference to the idea in their manifestos, and I wonder whether time is not on its side," she said.

A BIS spokesperson said: "We are satisfied with current progress in this matter."

COMMENTS

Functional Skills first reveals just 63pc achievement

Hardly surprising when those taking functional skills will have been the ones who have failed to achieve grade C or above for maths and English while at school.

We all know in the sector that there is a chronic shortage of maths (in particular) and English teachers.

However, just look at the statistics for schools (despite Mr Cameron continually telling us that schools have never been better every day as election banter).

The national average for pupils gaining 5+ A*-C GCSE grades including English and Maths GCSEs in 2014 was 53.4% with girls outperforming boys by almost 14 percentage points.

If that was the figure for any FE provider Ofsted would be giving 3s or 4s yet schools get 2s?

As a matter of urgency Ofsted should be completing a survey to identify and share some of the good practice that I am aware of that is in the sector.

Their good delivery is essential to raise the skills of the UK workforce.

It would also be good for Ofsted to apply the same standard of judgements with what is currently described as a 'Common Inspection Framework' so that politicians realise that .

Phil Hatton

Councils fail to promote sector's SEN provision

After a long fight (which involved having to get my son rejected by the local college) my son went to Fairfield Opportunity Farm in Warminster.

In three years, they helped him grow up from someone who relied on support staff for

everything, to a fairly independent young man.

Now, at 35, he lives in his own flat, which he keeps like a palace, and has a good life, thanks to Direct Payments.

Without the support of Fairfield, I'm sure he would have been in residential care for the rest of his life.

People with learning difficulties seem to mature at a different, slower rate. Just because they can't do something at 18 doesn't mean they won't work it out by the age of 22.

As an ex social worker with a degree in Business Studies I was probably more able than most to get what I wanted out of the system, including an extra year out of the FEFC which was in charge of funding at the time. Eligibility for this sort of placement should not depend on the education of the parents involved!!!

Jill Honeybun

Event aims to boost female tech skills

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Greater collaboration between FE and business could help to encourage more women into digital industries, according to a report published by the Women in Technology project.

The findings of the report, produced by Coralesce with funding from the Education and Training Foundation, were revealed at the Women in Technology conference on Tuesday (April 21).

The Women in Technology Project Research Report 2015 called for a “two-way” street, “with industry and education working together” to level the playing field between women and men in the technology sector.

“The UK workforce is currently 46 per cent female but only 15 per cent of IT professional workforce is female,” report author and Coralesce curriculum director Bev Jones told delegates at the event in East London, just a stone’s throw away from Shoreditch, the heart of the UK’s tech industry.

The 33-page report’s co-author, Coralesce director Christina Conroy, said: “One of the challenges is clear when you look at where the new jobs are coming from.

“Of the 10 fastest growing jobs, eight of those were in technology... and if girls aren’t going into these areas, they’re missing out on all these new jobs, they’re missing out on the growth in the economy and they’re ending up marginalised, to lower paid jobs.”

She warned of a “cycle of non-engagement” that education and industry needed to act against.

“What tends to happen is that because there’s so few women in these organisations you get androcentric work environments — ones which are all very macho,” she said.

“And because there are so few women, this isn’t challenged and you get a lack of diversity of products and services aimed towards women.

“Then you get a poor perception of that industry among women, and they tend not to apply for those jobs.

“So the problem can’t be solved in just education or industry, it has to be working in partnership.”

The problem wasn’t just one of equality, she said — increasing the number of women working in technology could generate £2.6bn for the economy.

“Industry recognises this as a problem as well,” she said.

“But also we think by encouraging more women into tech will benefit FE by actually getting people to use learning technology — through, for example, designing lesson plans to get women into technology which actually use technology.”

Ms Jones said one crucial factor for the FE sector was staff capacity to use technology in order to help young women engage with it in lessons.

Careers advice was also important, she said, as many young women could not name female technology role models and were not aware of the roles available or the benefits



Clockwise from top: From left: Christina Conroy and Pauline Odulinski present the report findings, the report front cover featuring a poster designed by Tower Hamlets College students, Bev Jones, Tower Hamlets marketing co-ordinator Sian Palmer completes a group activity, and delegates listen to speakers



attached.

However, she added: “Most the stakeholders we spoke to felt trying to do something now in the FE sector was too late because they’ve made their choices — that there needed to be interventions and nursery and primary level.”

However, Coralesce project manager Pauline Odulinski said focus groups with young women at Tower Hamlets College had pointed to a different conclusion.

She said: “Of course you’ve got to get the message over in schools at an early age but one of the interesting things with the Tower Hamlets girls was we asked them if they liked

science and maths and the vast majority said they did.

“In actual fact you don’t have to go to ten-year-olds, I think you could go in just before GCSE about their careers choices and once you raise their awareness, I think it would make a real difference.”

She also suggested colleges could have open days and invite women from the tech industry as mentors to raise young women’s awareness and interest. Ms Conroy agreed.

“At GCSE, IT courses are nearly half and half girls and boys,” she said.

“But when you look at A-level computer

studies, it’s about 6.5 per cent, in vocational it’s 18 per cent, which is the same at undergraduate level — and that reflects the numbers that go into industry.”

The key, she said, was in partnerships which the project was looking to create between individual employment providers and an industry partner, to look at ways to break the cycle through mentoring, internships and careers advice.

Ultimately, she said: “You can’t solve it with big government schemes, you have to sweat the small stuff. You have to do a bit here, a bit there and gradually it does get better.”

PROFILE



You have to decipher in your own mind which are the policies which are going to impact on you



KEEPING THE SHOW ON THE ROAD — PARRETT-P

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As her heart raced, her mouth dried and her imagination ran wild with the tragic scenes that could lay ahead after reports of a gunman on campus, Sam Parrett was calmed by the wise words of her then-principal.

“No matter how much you’re panicking inside, all the people in that building are panicking much, much more so our job is to keep everybody calm, keep the show on the road, make sure the students become safe, and that the police take away the person with the gun,” she was told by then-Plymouth College principal Bill Grady.

Parrett was his vice principal at the time — around 10 years ago — and together they were responding to news a student had brought a gun to college and shot another student.

“I was like ‘Oh my God, what are we going to do?’ and I got into real panic mode,” she explains.

Thankfully, it turned out no student had been shot, while the gunman was swiftly arrested.

However, those wise words in time of extreme stress have stayed with Parrett, principal of Bromley College, in South East London.

“You just learn from that, that so much of your job running a college is to keep the show on the road — whatever it is that’s going on outside,” says 44-year-old Parrett.

“You have to decipher in your own mind which are the policies which are going to impact on you, which aren’t, which are opportunities, which are threats and keep your organisation stable.”

The mother-of-two tells me this while sitting in the college’s plush new training restaurant — itself perhaps testament to her belief in differentiating between challenges and opportunities.

The restaurant is part of a bid to revamp the Orpington campus and make the most of the town centre regeneration — but it’s also the result of a surprise announcement Parrett faced on her second day as principal of Bromley in 2010.

“The principal of Orpington College came to see me and said Orpington was a million and a half in the red, its numbers were falling and the governors had instructed

him to find a merger partner,” she says.

“So in that first year where you’re on probation and you’re trying to make a go of being in your first principal’s job, I also had a merger to deal with.”

And the restaurant development, says Parrett, was part of cementing that merger.

“I decided we needed to create a focus for Orpington so the staff felt we were investing in Orpington — it wasn’t a takeover or about running it down and then closing this site down,” she said.

At the time of the interview, the restaurant had only been open four weeks, and was staffed by nervous 14-year-old Careers College students — but already it was full and attracting people from outside the college.

Parrett’s own education became something of a “cornerstone” for her, she says, a constant when her father Phil’s job as a salesman meant she had lived in Yorkshire, Lancashire, Gloucestershire and North Wales by the time she was 11, when the family settled in Dorset.

Her parents’ work ethic (her mum Jackie was a sales rep for Pedigree dog food) was passed on to Parrett, who passed her grade

eight flute exam — equivalent to a level three qualification — by the time she was 12.

However, her A-level results were lower than predicted — thanks, she says, to TV heartthrob Jason Donovan.

“I was doing my GCSEs and A-levels in the first three years of Neighbours,” she explains.

“And I used to run home from sixth form at lunch to watch it, and I never went back afterwards.

“So my A-levels weren’t quite where I wanted them to be so I didn’t go to my first choice university and life began — at Kingston, rather than Warwick.”

However, she says, she should probably thank Mr Donovan, as alongside her sociology degree, she carried on her retail career at Kingston’s newly-opened John Lewis.

By the time she’d finished university and a postgraduate diploma in HR the recession had hit and there were no HR jobs available.

But in her job at John Lewis she had progressed to become a staff trainer and so was able to get a part-time job as an



It's a personal thing

What's your favourite book?

It's always the latest one that I'm reading — at the moment its Boris Johnson's The Churchill Factor. It's all about his leadership style and you'd think there could be nothing new written about that but it's got the Boris Johnson insight and his interpretation so it's really an interesting read

What do you do to switch off from work?

Family stuff because I work really long hours so I rarely see my kids during the week, so we go to the gym, kids' yoga and keep fit tennis. And I'm doing a PhD in my spare time

What's your pet hate?

Jobsworths — "computer says no" people. I come across far too many of those. And also people who say "that'll never work", who aren't open to trying new things

If you could invite anyone, living or dead, to a dinner party, who would it be?

Gary Barlow, not only because I am of the right era to be a massive Take That fan, but also I had a stillborn baby about three years ago and he went through a similar thing at the same time and he wrote this lovely song called Let Me Go. And [renowned crime writer] Martina Cole — she's been a really great advocate of the Bromley Children's University work we're doing with children here

What did you want to be when you were growing up?

I always thought I was going to be a social worker because I was one of those kids at school who looked after everybody



Parrett, aged one, with her mother Jackie in 1971



Parrett with sons, from left, Greg and Ollie at Osborne House on the Isle of Wight in 2014



Parrett in fancy dress as a flower fairy in 1974



From left: Parrett's son Greg, Parrett, husband David and son Ollie at Christmas



Parrett at a college award ceremony in December 2014



Parrett with, from left, sons, Greg and Ollie at a college award ceremony in December 2014

assessor in retail in the early days of NVQs for private provider Link Training.

“So none of my education was at all relevant — but because I'd done this part time job for six years, I had a lot of experience in the retail sector,” she says.

After three years at Link as a regional manager in Berkshire, she was asked by the local training and enterprise council to help pilot the new modern apprenticeships.

Surprisingly, the work was not a million miles away from the focus of today's apprenticeships reform, she says.

“I think that's always been the case that apprenticeships are employer-led,” she says.

“Even right back in the early days, we would go out and meet with employers and you had the opportunity to design a local framework and that's exactly what we were doing 20 years ago.”

The pilots were successful — but Parrett felt she was “in an ivory tower telling people how to do it, which just wasn't me”.

So in 1997, Parrett walked into an FE college for the first time as a business development manager for work-based learning at Bracknell and Wokingham

“So much of your job running a college is to keep the show on the road — whatever it is that's going on outside”

College, and within six years become a vice principal before heading to the Association of South Eastern Colleges.

From there, she was told she needed more experience in colleges if she wanted to be a principal and was pointed in the direction of Plymouth College, where, she was told, the principal would be able to mentor her.

When a job came up, she applied and was successful — but in between getting the role and starting, the college was slapped with an Ofsted grade four, prompting the principal to leave.

Experienced college troubleshooter Mr Grady was drafted in part time, but the rest of the time Parrett and her fellow vice principal were left holding the reins, an experience she describes as “career defining”.

But after the aforementioned gun incident, Parrett began to look for a college to call her own.

“I went for a job at another college and got down to the last two but wasn't chosen,” she says.

“And the recruitment agent said, ‘Don't worry Sam, you get the college which you deserve in my experience — and I've got a

college up which I think is the right one for you.”

What makes Bromley College right for Parrett, she says, is its connection with the community.

“The principal who left Plymouth College just after I arrived said to me: ‘Don't live within 30 miles of the college — you won't be able to into Sainsbury's on Saturday without a student serving you or everybody knowing your business’,” Parrett tells me.

“And I remember thinking ‘How weird — why would you want to live that far away from the college and the community that you're working with?’

“And I made up my mind that that wasn't me really — I live 400 yards from the Bromley campus.”

She adds: “When I talk to my colleagues in the sector there are principals who go round to lots of different colleges, stay for five years and then move on — and then there are others who stay somewhere for 15 years and they get it to outstanding.”

And there seems to be little doubt in Parrett's mind that Bromley is where she'll stay.

“I fit here in Bromley,” she says.

SECRET PRINCIPAL

The principal of a large and well-established FE college writes about life at the top — the worries, the hopes, the people and the issues they have to deal with every day.

Is there a general election? Whither education, education and education?

Well, we're all reeling from 24 per cent cuts to adult budgets, but has any front-line politician mentioned this? There are millions fewer adult learners compared to a decade ago.

It's great that there are now a record number of jobs, but with low levels of productivity in the UK — the main reason for a lull in gross wage increases — does anyone out there think that maybe, just maybe, education and training helps towards improving the effectiveness and efficiency of the UK workforce?

Has every party given up on lifelong learning and the glories and benefits of learning for its own sake? If the UK is a knowledge-based economy are we supposed to gain knowledge by a process of osmosis?

The parties are strangely silent on this. Although they go weak at the knees for apprenticeships — 'NVQs with knobs on' (Functional Skills) — they still worry about standards. Assessment-based work inevitably leads to 'variable practice and outcomes' and they seem to want to give them to employers. Labour want to beef them up — all level three with a posh title (baccalaureate — if you can spell it do you pass?)

What's wrong with the other 10,000 adult qualifications? Why cut this funding by a quarter when they cover the knowledge and skills that learners and businesses want.

What is politics?

Peter Hitchens called politics a "mild form of mental illness"; some wag said "it's showbusiness for ugly people". Groucho thought "politics is the art of looking for trouble, finding it everywhere, diagnosing it incorrectly and applying the wrong remedies".

We all want better public services like education, the trouble is most of us don't want to pay for them — either through tax or directly via fees or loans. Politicians can't be honest about how they raise money to pay as there are few votes in raising taxes so they pray for growth or run up debts and hope no-one notices. When you see 'fully funded' plans in the manifestos — be sceptical. They've no real idea what will happen next year, never mind the next five.

So why don't they say more about education?

Mumbled words about preserving cash budgets in schools and the Lib Dems saying

much the same for 16 to 18s, ignoring that post-16 funding rates are 25 per cent lower than pre-16. And significant productivity gains have been sneaked in — witness full-time learner funding from 450 to 540 hours and the £700 cut for each 18 year old — kept under the political radar.

At the very least they could preach the value of learning and encourage it. Do they really like FE?

And if the Government of the day (in this line of thinking Nicola plus Ed) promises an end to Austerity, why has FE been clobbered so hard in Scotland with their mass mergers?

My manifesto — aside from free beer for the workers it would be:

Support the FE sector — all parties make the right noises but then make cuts

Don't pass money directly to employers — money is wasted eg the employer ownership of skills training pilots; they have their own training budgets

Sixteen to 18 funding rates — align with schools and no more funding cuts in cash terms

Switch other Government training budgets — eg DWP to education and skills to reduce waste

Have less hypothecated funding — leads to underspend or rushed work

We want freedom to follow learner demand, let the customer decide

Stop changing things all the time — Governments of all political hues, however well intentioned, love to meddle and keep changing what we do (which kings are we teaching in history again?), quality measures, systems and methodologies

Unrelenting change doesn't help anyone. Like-for-like data and quality comparisons are lost over time.

Reagan got it right. He advised politicians: 'Don't just do something, stand there!'

This is actually quite profound and applies to the constant tinkering and change that politicians make in Education. Assign the budget, set quality standards and then let us get on with it!

But do vote — democracy is the least-worst form of Government and we get the politicians we deserve. Oh dear.

Secret Principal



MARIE-THÉRÈSE MCGIVERN
Principal, Belfast Metropolitan College

Getting on the balcony — sustaining leadership in times of turmoil

Having attended a two-day leadership workshop with Professor Marty Linsky, of the John F Kennedy School of Government at Harvard University, Marie-Thérèse McGivern passes on the key lessons and messages she picked up.

It first came across Professor Marty Linsky when I read Leadership on the Line, a book he co-authored with Ronald Heifetz around 2002.

At that time I worked in local government and was grappling with creating a new vision for the city of Belfast as we turned from conflict and set out to create a new and forward looking city.

I was attracted by one of the opening lines — 'to lead is to live dangerously' — which definitely had resonance for the city I was working in then.

Fast forward to the present and I find myself as a college principal living in times of change again, an experience increasingly shared by many like me across the UK.

It is clear to me that what started as 'austerity' has now become a paradigm shift in what we recognise as public service.

The question for all of us as public servants is how we can continue to transform people's lives for the better, which is surely why we turn up every day, while also trying to create the sustainable resource base to continue doing the work.

What is clear is that the old givens are going and we will need to find new ways to truly change the world for the better.

We are in the business of changing 'hearts and minds' more than just systems.

So, when the 157 Group managed to secure two days' of Professor Linsky's time as part of our challenging leadership programme, I was delighted to participate.

And it was worth every minute of the two days spent with more than 30 other passionate colleagues as we sought, against many odds, to keep open the bridge to opportunity and life enhancement that FE offers.

We were introduced to the concept of Adaptive Leadership — the premise of which is that many of the challenges that we face cannot be solved with purely 'technical' solutions as they may have been in the past.

The pace of change is now such that many of our obstacles are complex and interrelated and require more flexible and adaptive approaches.

What was clear from the beginning of the workshop was that we were not there to learn some new techniques for heroic leadership.

Professor Linsky made it clear that the

capacity for leadership is everywhere and lies with everyone, even in the most mundane of situations.

While we did pick up many tools during the two days, what really enhanced the experience for me was the space to explore from a distance how we could assist leadership in all parts of our own organisations.

It is clear to me that what started as 'austerity' has now become a paradigm shift in what we recognise as public service

Perhaps most powerful was the notion of 'getting on the balcony'.

This is a conscious decision to actively 'stand back', to watch the action, to notice what exactly is going on and, thereby, to get a true perspective.

It sounds deceptively simple but, in the cut and thrust of what many in FE are going through presently, it seems like a luxury to just stop and check.

It's a practice I am determined to embrace.

There were many 'a-ha' moments and the ability to share with other FE-ers built a tremendous solidarity that was at times very emotional as we worked through our own particular challenges with the assistance of Professor Linsky, Mary Joyce and some of the finest practitioners and thinkers in the sector.

Linsky finishes his book with these words: 'Opportunities for leadership are available to you and to us every day.'

'But putting yourself on the line is difficult work for the dangers are real.'

Yet the work has nobility and the benefits for you and those around you are beyond measure.

'The world needs you.'

Two days with Professor Linsky has left me reinvigorated, determined to unlock adaptive leadership in others and, perhaps, more ready to live in dangerous times.

With further education being placed centre stage in the 2015 General Election, Andrew Gladstone-Heighton considers whether policy change is needed in an industry that has already endured so much recent reform.

The focus on FE seen from each political party so far in this election campaign has been more than encouraging.

Issues such as vocational training and youth unemployment are being put front and centre in party manifestos, with both the Conservative party and the Labour Party setting ambitious new apprenticeship figures to achieve over the next five years.

The Prime Minister, on his campaign trail, unveiled a series of announcements by UK firms to create new apprenticeships, with Morrisons committing to train more than 9,000 over the next five years, while Whitbread plans to hire 6,000 more by 2020. National Grid and Dairy Crest were also highlighted as committing to take on hundreds more.

This will be welcome news for many, but interestingly is likely to resonate particularly well with the younger electorate.

Our own recent research showed that tackling youth unemployment is the primary concern that young people wish the next government to address, above education policy or even tuition fees.

With the unemployment rate for 16 to 24-year-olds not in full time education currently over 14 per cent (compared with an overall unemployment rate across the UK labour force of just 5.7 per cent), this comes of little surprise.



The next government must bring stability to the sector

However, despite these steps there continues to be a significant knowledge gap around post-school options among the younger generation, and the main political parties' much-lauded approach to tackling the issue through apprenticeships is in serious danger of floundering if this is not urgently addressed.

Our own research conducted last month found just 18 per cent of 18 to 24-year-olds had even considered undertaking an apprenticeship, and if the Conservatives' ambitious 3m apprenticeships by 2020, or Labour's extra 80,000 new apprenticeships a-year, are to be realised, learners need to be properly informed of the value of these earn-as-you-learn schemes.

Labour's pledge last week to guarantee face-to-face individual career advice for teenagers is a much-needed response to this issue. Also highlighted in their education manifesto is the assurance of budget protection for post-16 education, but we await further detail on this.

Yet the proposal for a new education bill to be introduced within 100 days of the party taking office should they win the next General Election is a concerning one, and raises the question; how helpful is it for a sector that has already been through significant reform?

Labour is right to consider an education system where students can choose between an academic or vocational education at 14. However, reform so soon in the future could create further turbulence for the learner, at a time where they need greater stability and guidance. It's also unclear how the new proposals would fit in with the newly-introduced careers company.

The next government of this country must be careful not to bring in reform for reform's sake. Rather they should look to work more closely with a sector that is already under significant pressure having already changed substantially.

A period of education policy stability would be significantly beneficial to employers, too.

With limited time and resources to invest in apprenticeships, specifically with small to medium-sized businesses, increased bureaucracy will only help to make things worse.

There continues to be a significant knowledge gap around post-school options among the younger generation, and the main political parties' much-lauded approach to tackling the issue through apprenticeships is in serious danger of floundering if this is not urgently addressed

In order for the next government to meet their ambitious apprenticeship targets, all parties should look to work directly with the education sector, to develop progressive policies rather than tearing up the playbook and starting from scratch.



Mick Fletcher is a founder member of the Policy Consortium, a director of RCU Ltd, a visiting research fellow at the Institute of Education, University of London, and a regular contributor to the FE Week Experts section

Dual mandate spells double danger

A month after the launch of the Department for Business, Innovation and Skills (BIS) 'dual mandate' consultation on the future of FE and Mick Fletcher reflects on what the hefty 90-page document presents.

It is a measure of how far our expectations of BIS have sunk that a deeply flawed paper such as the consultation on a 'dual mandate' has received such a positive reception.

The reason is obvious; after years in which the answer to every issue in vocational education has been more apprenticeships the FE sector is pathetically grateful to be given any mandate at all; offered two they think Christmas has come early. On closer examination however the paper is not only confused but dangerous.

The confusion starts in the title. Having ascribed the dual mandate to adult vocational education, and decided early on that one part of that mandate is higher vocational education all that is left is lower vocational

education. That would seem trite however so the lower level stuff is wrapped up as 'second chance'. Unfortunately any reasonable definition of second chance goes far beyond the confines of vocational education as do many of the examples in the document. Indeed some, though clearly valuable like liberal adult education, are neither vocational nor much to do with second chance.

We need to ask why BIS couldn't bring itself to think about mandates for adult education as whole which could have resolved this definitional problem: it was probably because it shows there should be far more mandates than two.

Higher vocational education (HVE), one part of the dual mandate, is an area where colleges have a proud track record and could do more. The implication in the document however appears to be that the development of HVE should come about through a redirection of adult FE. Surely it should come about through a redirection of higher education.

The resources devoted to higher education are many times larger than those remaining in the adult FE budget, even excluding the £5bn or so spent on university research.

The BIS budget to support higher education teaching is almost £9bn even though most higher education teaching is funded by student fees. Higher education student maintenance amounts to around £5bn compared with £0.2bn in adult FE.

Higher vocational education, one part of the dual mandate, is an area where colleges have a proud track record and could do more

Not only is there far more scope for developing HVE from within the higher education budget, but colleges should strongly reject the implication that the shortfall in higher vocational education compared with some other countries is due to misplaced priorities in the FE sector.

It is largely due to the very generous treatment of young full time undergraduates in universities compared with all other modes of FE and higher education. Colleges should be keen to help develop HVE, but not

at the expense of existing FE programmes and not on the currently unlevelled playing field that obtains.

BIS is also concerned about the second part of the mandate; what it brigades as 'second chance education' for adults. Unlike providers however, who would see lack of resource and recognition as the major problems, BIS is concerned about the nature of the market. It wishes to explore how new providers might be brought into the market, how competition might be increased and how commissioning might be developed. BIS looks to pilot a model which would involve prime contractors bidding to deliver a limited range of employment-related outputs specified by commissioning partners.

The experience of programmes such as OLASS, the Work Programme or Skills Support for the Workforce which follow such a model demonstrates its fundamental weakness.

Provision for vulnerable learners is best safeguarded by working with providers that are known and trusted locally, that serve as 'anchor institutions' for communities and are committed to adult education for the long term.

The theoretical advantages of sharper competition would be more than offset by the complexity of specifying appropriate outputs, the bureaucracy and inflexibility inherent in public sector procurement processes and the gaming behaviour associated with a manipulative rather than a trust relationship with providers.

The old saying is 'beware of Greeks bearing gifts'. Beware of BIS bearing mandates.

Boxing clever to raise money in memory of loved one

Shipley College tutor Matthew Green traded in the classroom for the boxing ring to help raise money for the fight against cancer and in honour of his father-in-law, writes Billy Camden.

When Matthew ‘Raging Pig’ Green knocked his opponent to the floor in the second round, he thought the gruelling eight-week preparation for his Ultra White Collar Boxing (UWCB) bout had paid off in style.

But despite a broken nose, Gary ‘G-Dog’ Reeves got back to his feet to the cheers of the 500-strong audience and the fight, to raise money for Cancer Research UK, continued.

“I was thinking ‘don’t get up’ because I was shattered already. But he pulled himself off the floor and fought right up until the end and then I got the majority decision,” said 37-year-old Matthew, a Shipley College level two BTec sport lecturer.

The fight went the distance — a third and final two-minute round — before Matthew was awarded the win.

He took on the UWCB charity challenge in memory of father-in-law Mike Fawcett, who died 18 months ago after battling with lung cancer.

“You wouldn’t believe how hard it was physically, it is a lot tougher than it looks. Just constantly throwing punches and trying to keep out of the way and the nervous tension that was building



Matthew Green (left) after winning his charity bout in aid of Cancer Research UK

up throughout the day really got to me. But overall the match went really well,” said Matthew.

He raised £670, while UWCB has raised more than £1m in total putting on bouts for people with no boxing background and training them for eight weeks.

“When I saw this was a boxing event it appealed to me straight away because I’ve always had an interest in the sport and then when I saw it

was to raise money for Cancer Research UK as well I felt compelled to do it,” said Matthew.

“I thought being pushed to the limit and experiencing some pain is nothing compared to what people go through when

Matthew’s father-in-law Mike Fawcett who died after suffering with lung cancer



dealing with cancer so that really spurred me on throughout the whole challenge.” And mother-in-law Pat was particularly proud.

She said: “He did such a great job and it was a really thoughtful one for him to do. Because my husband died of cancer it was really close to my heart and that was why we as a family wanted to show all of our support to Matthew.”

Matthew said: “To raise that much money for cancer is really something and to know that I played a part in it gives me real pride. I hope it all makes a difference.”

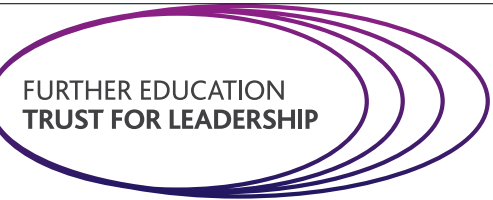
Throughout Matthew’s journey, Shipley College staff sponsored the father-of-five and his students even helped him come up with his ‘Raging Pig’ ring name.

Shipley College principal Nav Chohan said: “Matthew has shown some real grit and determination in taking on this boxing challenge. He is a truly inspirational person and a credit to the college, so we paid for sponsorship of his vest to show our support.”

Matthew’s fight took place on March 28 at The Venue, Halifax.



Matthew Green



ANNOUNCEMENT

THE FETL GRANTS PROGRAMME 2015

Following the successful launch of our first round of grants, the Further Education Trust for Leadership (FETL) is pleased to announce the second invitation to apply to its grants programme.

At FETL, we want to build a body of knowledge to shape the leadership of thinking in Further Education. Our constantly changing education system requires the FE sector to build additional leadership capacity to continue to be successful. Crucially, leadership in itself is insufficient and FETL is at the forefront of encouraging this debate and new models of working.

FETL grants of up to £100,000 are available for organisations with a track record of leading thinking in FE, skills and related fields.

Applications close at midday
on Thursday 21st May 2015

For details of how to apply please visit
www.fetl.org.uk or call us on 0203 637 0977

& MOVERS
SHAKERS

Your weekly guide
to who's new and
who's leaving

Salford City College this month came under the leadership of a new principal. John Spindler left his deputy principal role at Rochdale's Hopwood Hall College to begin his new post at the grade two-rated college from the start of term.

He said: "I am delighted to be joining Salford City College to lead one of the very best colleges in the country. I am committed to the continued progressive development of the College, and will look to position it as an asset to local business, integral to the local community, and a centre of excellence for learners."

He replaced Martin Sim, who had been principal since 2010. Mr Sim announced last summer his decision to retire this year.

He was previously deputy principal of Salford City College, when it was created after merger in 2009. "It has been a privilege to lead this fantastic college for the past five years, and I know that it will continue to deliver exemplary educational opportunities," said Mr Sim.

"I will take with me many happy memories,

particularly around the outstanding success of our learners."

College corporation chair Jackie Flynn said: "The governors are very pleased to announce the appointment of Mr Spindler to lead the college going forward. Our hope is that he will work with our talented and hardworking staff to ensure continuous improvement.

"We would like to thank Mr Sim for his commitment, dedication and hard work in Salford over many years. He leaves Salford City College well placed to build on its current success, and we look forward to working with John to continue our journey towards excellence".

Meanwhile, University Technical College (UTC) Bolton has announced the appointment of its first principal in David Goddard.

Mr Goddard, currently vice principal at Liverpool Life Sciences UTC, has been a teacher since graduating from the University of Liverpool in 2000 with a first class joint honours degree and a teaching qualification.

He has taught science at GCSE and



specialised in biology and chemistry at A-level. Prior to taking up his post at Liverpool Life Sciences he has held a number of secondary school leadership positions in Manchester and the North East.

Mr Goddard holds the National Professional Qualification for Headship and was also a Specialist Leader of Education.

Governors chair Michael Dwan, managing partner of Equity Solutions said: "David has had a significant impact at Liverpool Life Sciences in terms of recruitment, inspection and exam results. I expect him to make a similar significant contribution at UTC Bolton."

Dr Zubair Hanslot, provost of the University of Bolton and chief executive of UTC Bolton, said: "I am looking forward to David assisting me in operating a unique curriculum in health sciences and engineering technologies and in the development of the school.

"We will motivate and progress students by creating links between their academic qualifications and real life employer projects."

Mr Goddard said: "I'm looking forward to working for Zubair in building a school that is truly student-centred and where we will focus on each child's personal learning journey to help them achieve more than they thought possible, securing both university places and good jobs."

To let us know of any new faces at the top of your college, independent learning provider, awarding organisation or other sector body email news@feweek.co.uk

BECOME A VOLUNTEER TEAM LEADER AT THE SKILLS SHOW

To apply for a volunteer team leader position, please complete the application form found at theskillsshow.com/volunteer

worldskillsuk
The Skills Show

“
I absolutely loved working as a team leader at The Skills Show. It's such an awesome team to be part of. This was a perfect opportunity for me to gain hands-on experience actually working on the ground and making contacts for when I graduate next year. The people you meet and the experience you have are just unbelievable.”

Sophie Bunker, volunteer team leader at The Skills Show in 2014

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Middlesbrough College are seeking inspirational lecturing professionals

Whether you are a graduate, new to the profession, or someone with teaching experience we would like to hear from you.

Permanent Lecturing Opportunities in:
Biochemistry • History • Photography • Psychology • Geography • GCSE English • GCSE Maths

Middlesbrough College has an excellent pay and non-pay benefits package including:

- Occupational Pension Schemes
- 45 days annual holiday (dependent on contract) plus statutory holidays
- Career and progression routes operate within the Lecturers salary banding (£23,934 - £34,140)
- Access to an excellent Workforce Development Programme
- Staff well-being initiatives
- Family Friendly Policies
- Excellent staff facilities including Fitness Studio, Restaurant, Cafés, Hair & Beauty Salons

Middlesbrough College is an ambitious College with a strategy to expand its offering and investment in its campus. MC6 is a purpose-built Sixth Form Centre which provides students with a fantastic learning space. This modern and technologically advanced facility represents an important development in A Level provision in the region.

**Applications by CV to recruitment@mbro.ac.uk
no later than 12 noon, Monday 11th May 2015
For any further information call: 01642 333666**

www.mbro.ac.uk

Middlesbrough College, Dock Street, Middlesbrough TS2 1AD



Middlesbrough College is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children and vulnerable adults.



Executive Dean: Higher Education

Salary: £75k + attractive benefits



'Build our future in higher education!'

Blackburn College is one of the largest and most progressive providers of high quality higher education in the colleges' sector. We have 16000 students, of whom 3000 are in higher education across a range of programmes, and provide an outstanding student experience. Central to our success is institutional agility and visionary leadership. The relevance of our curriculum to employers and its delivery are key features of our distinctive offer in higher education, along with our state-of-the-art University Centre and the calibre and commitment of our academic staff. Our recent QAA HE Review highlighted these features.

Blackburn College will continue to remain at the leading edge of higher education in colleges. We will respond creatively to scheduled policy shifts and the new emphasis on higher order skills for employment and vocational and professional programmes.

We will continue to grow in the higher education market and our curriculum offer will be central to our profile. Equally, we will sustain the continuous enhancement of our research, scholarship and professional practice.

The Executive Dean will have a pivotal role in strategic and operational performance and development, enabling the college to position itself appropriately. He/she will provide dynamic academic leadership across our higher education programmes, recognising the opportunities and implications for the college. Curriculum development will underwrite our competitiveness: and the high quality of our learning and teaching will enhance the college's reputation.

We are looking to appoint an outstanding individual who is motivated by the new vocational agenda and, in this context, will lead curriculum innovation and the further development of learning and teaching.

If this brief interests and excites you, then please access the Candidate Pack at www.blackburn.ac.uk/jobs/
Potential candidates are encouraged to have a discussion with our retained consultant, Professor Bill Wardle at bill@billwardle.com or 07777642100.

Completed applications should be sent to jobs@blackburn.ac.uk.

Closing date for applications is 12 noon 11 May 2015 and Interviews are scheduled for 1 June 2015.



JOBS



FE Week

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The Camden College

New vision, new plans...new opportunities

We have a number of exciting new roles available which offer the opportunity for you to join our expanding provision. We are looking for individuals who are experienced in adult and community learning and who are enthusiastic to achieve innovation. If you are an organised, enthusiastic team player, able to work flexibly to deliver 'outstanding' learner outcomes and share our mission of sustaining an inclusive learning environment, we would really like to hear from you!

E-Learning Development Manager

Salary £32,142 - £36,162 per annum

We are looking for a tutor who is enthusiastic about the opportunity to inspire others to take e-learning forward at WMC – The Camden College. This new position has been created to develop and improve our use of technology to facilitate teaching, learning and assessment. Working with staff across the College you will be developing and supporting our aspirations to make e-learning an everyday reality for all our students.

Get into Learning - Curriculum Manager (0.6 f.t.e)

Salary £32,142 - £36,162 per annum pro rata

This is an exciting new project in community learning. Working with staff and partners, you will be developing and expanding an innovative programme of short courses in a range of community venues. You will line manage academic staff, timetable the programme and teach on a number of courses. We need an inspirational teacher who is able to teach on a range of vocational courses. You will be enthusiastic about community learning, have experience in curriculum design, planning and delivery, and be aiming to move into a management role.

Business and IT – Curriculum Manager

Salary £32,569 - £35,892 per annum

We are looking to appoint a highly motivated, forward thinking individual, to lead and manage this key area of vocational delivery within the College as a result of our expansion of the vocational and employability skills programme. You will be responsible for managing and expanding our range of Business and IT courses for adults from entry level to Level 3. We are looking for an enthusiastic and inspirational teacher of Business, IT or relevant vocational subject. You will have an in-depth knowledge of working with a variety of awarding bodies and across the range of course levels. We aim to help adults move into employment or further study, often from very low starting points. An assessor's qualification would be an advantage.

Closing date for all Manager posts is 12 noon on Friday 8th May 2015. Interviews will be held week commencing 18th May.

Closing date for Head of HR is 12 noon on Thursday 7th May 2015. Interviews will be held on 14th May.

For further details and to apply for one of the above posts please contact: jturner@wmcollege.ac.uk Or please download further details and an application pack from our website: www.wmcollege.ac.uk When you have completed your application you can email it to jturner@wmcollege.ac.uk or by post to Jo Turner, Working Men's College, 44 Crowndale Road, NW1 1TR

Fashion and Craft – Curriculum Manager

Salary £32,142 - £36,162 per annum

We are looking for a qualified and inspirational teacher of Fashion and Craft who is an experienced manager. We want you to be able to further develop our courses for adult learners which include: Fashion, Ceramics, Glass, Picture Framing, Jewellery, Woodwork and Floristry. Adopting a culture of continuous improvement, you will be bringing new ideas for alternative types of provision across the department, as well as developing the quality of our existing offer which includes non-accredited and accredited courses in Floristry Level 2 and the Fashion pathway on our Foundation Diploma in Art and Design (EDXCEL Level 3).

Art and Design – Curriculum Manager

Salary £32,142 - £36,162 per annum

We are looking for an experienced manager who is a qualified and inspirational teacher of Art and Design. You will be able to expand our current offer of courses for adult learners which include: Painting and Drawing, Printmaking, Fine Art, Illustration, Graphic Design, Interior Design and AUTOCAD. Adopting a culture of continuous improvement, you will lead on quality assurance for our accredited Level 2 and Level 3 offer across the department. You will also manage Level 2 accredited Interior Design, Illustration and Graphic Design (OCN) and pathways in Fine Art, Graphic Design Communications and 3D Design on our Foundation Diploma in Art and Design (EDXCEL Level 3).

Head of Human Resources (0.5 f.t.e.)

Up to £50,000 per annum pro-rata for 0.5 f.t.e. post

We are looking for a senior qualified HR professional to join the College who will support the Principal, Managers and the Governors. This new post has been created to ensure the College personnel processes and procedures are robust and compliant with all applicable legislation, regulations and guidance. The post holder will develop and implement innovative and effective Human Resource strategies, policies and processes which are aligned to the changing business needs of the College. The Head of HR will also promote and provide a caring and supportive work culture that enables staff to flourish and deliver high performance within the approved policy framework.



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Principal & Chief Executive

Competitive Salary and Benefits

Our vision at Tameside College is to transform lives by offering first class education and training in order to improve employability and generate economic prosperity. We strive to place ourselves at the heart of our local community and deliver exceptional outcomes for our apprentices and work place learners, but there is still work to be done.

Following the announcement of Peter Ryder’s intention to retire, we are seeking to appoint a new Principal & Chief Executive to lead us through the next exciting phases of our development. Our strong financial position is allowing us to embark on an ambitious development of our estate, including new builds and significant redevelopment of our current sites. This will provide state of the art facilities to deliver excellent learning opportunities for our local community and beyond.

Our new Principal will deliver outstanding leadership to help guide us through a period of significant change for the College and Further Education sector. The person appointed will demonstrate their skills as an experienced leader through their ability, creativity and business acumen and will inspire our dedicated staff and learners to achieve even greater success.

This is an exceptional opportunity for a dynamic individual who is dedicated to focussing on success for all of our learners.

The closing date for applications is 12pm on 22nd May 2015. Interviews will be held on Wednesday 24th and Thursday 25th June 2015.

To discuss the role in further detail and to request an application pack, please contact Helen Anderson: handerson@protocol.co.uk or 0115 911 1117, or visit www.protocol.co.uk/tameside for further information about this post.

Protocol

Excellence in FE

Regional Manager England – Business Development & Customer Support

Salary £33,056 - £39,966



The Scottish Qualifications Authority (SQA) is at the heart of Scotland’s world-class education and training system; supporting the development of qualifications and skills. Our success is built on the commitment of our staff.

SQA is recruiting for a Regional Manager to join the Business Development & Customer Support team, working within the English skills development market. Reporting to the National Manager, the post holder will be required to seek new business opportunities for SQA and grow the uptake of products/services by effectively account managing a portfolio of existing Approved Centre’s.

The post holder will sell SQA products and services to both existing and potential customers comprising in the main FE colleges, training providers and large employers, within a given area (e.g. geographical). Supporting the development of the SQA brand through forging close relationships with key stakeholders in the skills development sector. Delivering both market and customer intelligence across the designated area of the business. The post holder may also take responsibility for leading on certain products and key national accounts.

Applicants should be able to demonstrate direct relevant experience for this role.

This post is being offered on a permanent basis and is home-based although extensive travel will be potentially required across England with regular monthly visits to the Glasgow Head Office.

We offer the following benefits: career average pension scheme; staff well-being and health assistance programmes; development opportunities and 27 days annual leave in addition to 14 days public holiday.

For full details, an application pack and further qualification equivalents of SCQF levels please visit our website at www.sqa.org.uk/careers. Alternatively write to our Human Resources Department, SQA, The Optima Building, 58 Robertson Street, Glasgow, G2 8DQ or quoting the appropriate reference.

Remember to quote Ref 252.14 in all correspondence.

The closing date for this post is 8 May 2015.

SQA welcomes applications from every section of the community.SQA has a Gaelic Language Plan and is committed to its purpose.Thà Plana Gàidhlig aig SQA agus tha sinn a’ creidsinn gu na h-amasan a tha air cur a-mach sa Phlana Nàiseanta don Ghàidhlig.

We are an Equal Opportunities employer and encourage applications from all members of the community. We are committed to the Two Tick Initiative and offer a guaranteed interview to any applicant who considers themselves to be disabled and who meets the competency requirements for the post.



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If you think you are all of the above then you may be interested in some of the exciting job opportunities we have available. We are the main provider of post-sixteen education in North East Lincolnshire and the surrounding area, our turnover is £48.9million and we continue to go from strength-to-strength.

Over the last few years we have invested in a £20m University Centre, £4m Sports Centre and a £6m Arts Centre and, as part of refocusing our curriculum and our exciting plans for the future, we have the following posts available:

Application closing date 22nd May 2015
Salary per annum £34,683-£36,724

Curriculum Manager (Building Services Engineering)
Curriculum Manager (Manufacturing Engineering)
Curriculum Manager (Mechanical & Electrical Engineering)
Curriculum Manager (Automotive Engineering)
Curriculum Manager (HE Education & Social Science)
Curriculum Manager (HE Health & Care Industries)
Curriculum Manager (Business & Visitor Economy)
Curriculum Manager (HE Business)

Curriculum Co-ordinator (Distance Learning)
Curriculum Manager (14-16 and LLDD)
Curriculum Manager (Community Learning)
Curriculum Manager (Maths)
Curriculum Manager (English)
Curriculum Manager (Lincolnshire Rural Activity Centre & Lincolnshire Regional College)
Curriculum Manager (Digital Computing & Games)
Curriculum Manager (Visual Arts)
Curriculum Manager (Media)
Curriculum Manager (Music & Performing Arts)



University Centre
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Post No: LB128

This is an exciting opportunity for a recently qualified / soon to be qualified Teacher with a Maths / Maths related Degree.

The College requires an individual who has the drive and willingness to explore and develop new and creative approaches to the delivery of maths to the specific target group of 16-18 year old students who have previously underachieved at GCSE. You will be given a remit to research, test, develop and share exciting strategies for the classroom. The role will be given a specific focus on GCSE topics and teaching but will also be relevant to functional skills delivery.

In order to fulfil this remit the post holder will be given 25% reduction of teaching timetable in the first year. A Golden Hello payment of £5,000, access to external CPD, together with competitive salary and terms and conditions will also be provided.

Applicants will need to hold a Maths or Maths related Degree, PGCE or equivalent or due to complete June 15. The position is to start September 2015.

Closing date: Friday 8th May 2015

Interviews to take place week beginning 18th May 2015

For an informal discussion please contact Neil Coker, Senior Director on 0121 678 7362.

For further information and an application pack please visit our Current Vacancies page at www.solihull.ac.uk

Solihull College is an Equal Opportunities employer and welcomes applications from all sectors of the community. We are committed to Safeguarding and ensuring a safe environment for all students and expect all staff to engage fully with this commitment.



Full Time & Associate Assessor

We are currently recruiting English and Maths Assessors

Job Description:

Learning Curve Group is a market-leading provider of high quality accredited apprenticeships for young people aged 16-18 and adult learners. Established in 2004, Learning Curve Group has helped over 150,000 learners achieve qualifications that can support career progression. During our inspection in March 2014, Ofsted stated that "teaching, learning and assessments are outstanding... all learners make extremely good progress from particularly low starting points".

With our 5 year proven track record in successful apprenticeship provision, we are looking to appoint assessors across Yorkshire and the North East to deliver on our agenda for growth in apprenticeships.

Location: North East England

Salary: Competitive

Travel Required: Yes

Benefits:

- Part time and full-time positions
- Flexible working patterns
- Competitive pay rates
- Laptop and mobile phone provided
- Comprehensive CPD programme
- Expenses paid

Discover more about
Learning Curve Group:
www.learningcurvegroup.co.uk

Interested in applying?

Please send your CV and covering letter to:
hr@learningcurvegroup.co.uk

or for more information call us on:
01388 741105

IT ALL ADDS UP MATHS TEACHER TRAINING JOB VACANCY

Exciting opportunity for a talented graduate with a mathematics or related degree (STEM: Science, Technology, Engineering, Maths) to teach maths in the FE sector.

APPLY NOW! Closing date 22 June '15

You may be about to graduate or be looking to retrain to follow a new career path. You need enthusiasm and drive for education, good ICT skills, effective English language skills (spoken and written) and the ability to work as part of a professional teaching team.

WHAT WE OFFER YOU:

- Bursary available up to £25,000.
- Guaranteed teaching hours for the PGCE.
- Comprehensive & supported induction.
- Opportunity to work alongside experienced FE tutors in the delivery of Functional Skills, GCSE and Core maths.
- A mentor to help you develop your teaching, learning and assessment skills.
- Involvement in the College Early Adopters Core maths project in partnership with Selby College which enables wider peer support and development opportunities.
- Guaranteed job interview with Shipley College and a reference on completion of your training.
- Financial incentives at the end of programme if you continue your teaching career. For more information go to www.feAdvice.org.uk

Closing date: 22 June '15
Interview date: 29 June '15
Start date: September '15



"I have enjoyed it here, the variety of levels was a challenge but also very rewarding." - Mark, current maths trainee teacher

For more information and an application form please go to the Shipley College jobs page at www.shipley.ac.uk or call 01274 327395.





Training in Maths & English

Blended and online courses
for training providers,
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Delivering preparation for
Cambridge Progression,
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Call **02476 851509** or email ocr.expressionofinterest@ocr.org.uk



FE Week Sudoku challenge

How to play: Fill in all blank squares
making sure that each row, column and
3 by 3 box contains the numbers 1 to 9

Spot the difference
to WIN an FE Week mug



7	8				1	3	6	
					9			
		3					2	
	7	1	9			2		
			4		2			
		4			7	9	8	
	5					1		
			5					
	2	9	1				4	7

Difficulty:
EASY

Last Week's solutions

3	7	5	4	6	9	8	2	1
2	1	9	7	5	8	3	6	4
8	6	4	2	3	1	9	5	7
1	8	2	6	4	3	5	7	9
4	5	6	8	9	7	2	1	3
7	9	3	1	2	5	4	8	6
5	4	1	9	8	6	7	3	2
9	3	7	5	1	2	6	4	8
6	2	8	3	7	4	1	9	5

Difficulty:
EASY

	5					9		
			2			4		5
				6		2		
		4		5				9
3			1		4			6
8				7		1		
		1		4				
4		9			8			
		8					3	

Difficulty:
MEDIUM

Solutions:
Next week

5	6	7	4	1	9	3	8	2
4	3	1	8	7	2	9	5	6
9	2	8	6	5	3	1	4	7
6	4	9	5	8	7	2	1	3
1	8	5	3	2	6	7	9	4
2	7	3	9	4	1	5	6	8
8	5	2	7	9	4	6	3	1
3	1	4	2	6	5	8	7	9
7	9	6	1	3	8	4	2	5

Difficulty:
MEDIUM



Spot five differences. First correct entry wins an FE Week mug. Text your name and picture of your completed spot the difference to 07969 166 374.
Last week's spot the difference winner was Richard Cardwell (pictured right), IT infrastructure officer at Merton Adult Education.

